Perceived effective leadership of criminal investigations in Norwegian police districts

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Abstract

Effective leadership is considered an important prerequisite for organizational performance. The purpose of this study was to investigate which leadership values are perceived as beneficial to the quality of criminal investigations among investigative employees in Norway. A sample of 89 investigators, principal investigators and chiefs of police from 27 police districts in Norway was interviewed using a SWOT-based approach. Statements on leadership were extracted from transcribed material and mapped onto the Competing Values Model to examine the preferred leadership values in the sample. Thematic analysis was chosen as the method of analysis.

Results indicated that that the Human Relations quadrant was perceived as more important for the quality of investigations than the other quadrants, and the Rational Goal quadrant being more important than the Internal Process and Open Systems quadrants. The preferred leadership values found in this study were found to be consistent across all employee levels. Overall results indicate that a leadership style that incorporates both Human Relations and Rational Goal values, but with an emphasis on the interpersonal factors, is perceived to be the most effective for the investigative context. The results of this study support the findings of other studies of leadership on police officers, provide a deeper understanding of effective leadership among police officers in Norway, and may have practical implications in guiding leadership selection and development initiatives in the Norwegian police.

The role of the police in Norway is to protect persons, property and public goods, ensure that order and security is maintained, preventing and stopping criminal activity and protecting public safety in the community (Politiloven, 1995). This is to be achieved through reduced crime and good accessibility and access to information (St. meld nr. 42, 2004-2005). Investigation is an essential part of police operations and aims to investigate and detect criminal offenses (Straffeprosessloven, 1981). Although the crime rate in Norway has been considered as falling, the criminal activity is now more complex, organized and transboundary. This requires a competent police force and effective governance (NOU, 2013:9, 2013).

In the wake of the terror acts on July 22, the need for numerous changes in the Norwegian police has been brought up, where the organization, leadership, technology and effectiveness have been pointed out as key areas (NOU, 2012:14, 2012). Several recent governmental reports have criticized the Norwegian police to be unable to meet the demand of the criminal development due to lacking leadership and poor organization (NOU, 2013:9, 2013; Difi, 2013). Amongst the proposed changes is a quality reform that is intended to "develop a knowledge-based and effective police force with the ability to continuous improvement and development" (NOU, 2013:9, 2013, p 9). As part of this quality reform several leadership improvements are recommended, with an emphasis on leadership selection and development, developing a set of clear requirements and criteria for leadership, and facilitating a unified leadership in Norway. In response to this, and to the July 22-report (NOU, 2012:14, 2012), a new 'Employee Platform', which will include leadership criteria, has been proposed and is currently under evaluation, according to senior advisor at the National Police Directorate T. Hinna (personal communication, April 24, 2014)

The Norwegian police have in the aftermath of July 22 received harsh criticism for their daily management and leadership, and although several reports point out what the police lack in leadership, few have attempted to examine the characteristics of effective leadership in the Norwegian police. One can argue that to be able to implement the proposed leadership developments in the Norwegian police, as per the quality reform proposed by the Police Analysis (NOU, 2013:9, 2013), one needs to have exhaustive knowledge of what is considered 'good' or effective leadership in the Norwegian police.

This study is part of a long-term collaborative research project between the Work- and Organizational psychology research group at the University of Oslo, and the research department at the Norwegian Police University College, aiming to map the quality of

investigative work in the Norwegian police. The project is initiated and financed by the Ministry of Justice and Public Security. The focus of the current study has been to examine perceptions of leadership in criminal investigations among Norwegian investigative employees. This study attempts to answer the question '*Which leadership values are perceived as beneficial to the quality of criminal investigations in Norwegian police districts?*' This may provide valuable insights into what is considered effective leadership among police officers in Norway. As few have attempted to investigate the characteristics of effective leadership in the Norwegian police, this study attempts to balance this issue. In the following, I will firstly introduce the Norwegian police organization, discussing practical challenges to effective leadership as identified by several recent governmental reports. Further, a brief introduction to the investigative work in the Norwegian police will follow. Lastly, I will present the topic of leadership and explain the Competing Values Model as a structuring framework for leadership.

Organization and Leadership of the Police in Norway

The Norwegian Police Service is divided into 27 regional police districts, which are further divided into local and rural police station districts. Each regional police district is headed by a Chief of Police. The Chief of Police is responsible for all of the police duties, budgets and results in the district, and reports to the Ministry of Justice and the National Police Directorate (NPD) that carry the overall responsibility for police operations (St. meld nr. 42, 2004-2005).

A key feature of the Norwegian police organization is the two-track system where the prosecution authority is organized as an integrated part of the police. This creates a division in responsibility for crime prevention, between the Ministry of Justice and the Director General of public prosecutions, where each Chief of Police reports to the Director General of public prosecutions, (Riksadvokaten) and public prosecutors (statsadvokater) in the area of prosecution, and the NPD in the area of administrative routines and overall operations (St. meld nr. 42, 2004-2005). This division has been argued to cause particular leadership challenges related to allocation of resources and nationwide measurement of results (NOU, 2012:14, 2012).

The Ministry of Justice manages NPD through an annual allotment letter (tildelingsbrev), that dictates the targets and performance requirements based on the guidelines and budgets set by the parliament (Justis- og Beredskapsdepartementet, 2014a). The NPD further distributes targets and resources to each of the regional districts based on the

parameters such as size, number of employees, and crime statistics, as well as their numbers from previous years, thus calculating expected workload. A similar allotment letter is simultaneously passed to the higher prosecuting authorities (høyere påtalemyndighet), and further distributed to the police and the attorneys in the districts. The Chief of Police in each district then has the responsibility to assure that these targets are met within the frames of the budget each month, in essence trying to coordinate the demands from both the NPD and the Director General of public prosecutions. Another leadership challenge arises due to the allocation of targets and resources based on districts' parameters, in terms of the way responsibilities are measured (Difi, 2013). The districts greatly vary both in size, organization internally and crime rate, which often causes a skewed distribution of resources and performance targets. The differences between the districts dictate the resources they are allocated as well as the specifics of the responsibilities they are measured on, but all of the districts are managed by the same key objectives and performance criteria (Difi, 2013). It has also been pointed out that the performance criteria are too short-sighted and too little strategic (Difi, 2013; NOU, 2013:9, 2013), and that the focus seems to be on reaching the secondary targets (NOU, 2012:14, 2012). When performance criteria are absolute and 'everything' needs to be prioritized, the secondary targets seem to overshadow the main objectives (NOU, 2013:9, 2013).

The highly hierarchical structure of the police organization, combined with the two-track system and the many targets that each district essentially is governed on, has lead to sharp critique of NPDs management of the police not being sufficiently uniform and long-term. A recent evaluation of NPD also states that a majority of the police commanders don't perceive themselves as being lead by the NPD in any way other than through allotment letters and performance criteria. This is claimed to be control and management without leadership (Difi, 2013). In essence the work done in the districts is dictated by targets passed down from the Ministry of Justice.

At the same time the recent Police Analysis (Politianalysen)(NOU, 2013:9, 2013) has noted that there seem to be great differences in the results for each separate district, which cannot always be attributed to external factors like size, resources or expertise. The report thus claims that the only apparent reason for the differences is the different districts' ability or inability to deliver results, which again is attributed to varying quality of leadership in the districts (NOU, 2013:9, 2013). This has resulted in leadership being identified as one of the key areas for improvement by several recent reports (Difi, 2013; NOU, 2012:14, 2012; NOU,

2013:9, 2013). A leadership platform for the police service exists (Politidirektoratet, 2012), but has been found to be implemented to a limited extent across the organization (Politihøgskolen, 2013). In response to the critique issued by the report following July 22 (NOU, 2012:14, 2012), a project team was put together to work on a new 'Employee Platform' (medarbeiderplattform) that is meant to unite employee and leadership principles, and replace the current leadership platform (Politiet, 2013). This platform is currently under evaluation. The development of the platform has been based on focus-group interviews with a small sample of representatives from the police districts, and analyses of documents concerning the topics of leadership and 'employeeship' (medarbeiderskap). One can argue that to be effective, a leadership or employee platform needs to be anchored in the daily work and leadership of the Norwegian police. Police officers need to recognize and agree upon leadership principles for them to be internalized and implemented across the organization.

There have been few studies that focus on describing the leadership in the police at the district level. The Police Analysis itself focuses its view on leadership on the measurable targets but largely leaves out the technical police leadership (politifaglig ledelse) in the districts, which is related to the implementation of police tasks, such as public order policing and investigations. The Difi-report (2013) focuses on evaluating the NPD, again leaving the districts secondary. Additionally, the project team working on the employee platforms did not include the districts to a great extent, only conducting group interviews with individuals from 7 different districts or organs (Politihøgskolen, 2014). It can be argued that this approach is to a limited extent anchored in the different levels or local differences of the Norwegian police force. Thus, a better view of leadership at district level is needed.

Criminal Investigations

The criminal investigative work is an integral part of police duties that is under the leadership and responsibility of the prosecuting authorities. Investigation is performed when there is reason to believe that a criminal offense has been made, and is the collection and presentation of evidence intended to obtain a conviction (Fahsing, Glomseth & Gottschalk, 2008). The purpose of investigation is to obtain the information necessary to determine the question of guilt and prosecution, to serve as preparation for the court's treatment of the question of guilt and the determination of reaction, to prevent or stop crime, to fulfil penalties and other sanctions, and to serve as preparation for child welfare services in the decision on whether to take further measures (Straffeprosessloven, 1981, § 226).

The effectiveness and quality of criminal investigation can be evaluated by the degree to which these objectives are met, and the resources spent on meeting them, in terms of time, funds, and personnel (Myhrer, 2001). This is measured through performance targets in each district, similarly to the measurement of the operative function (Justis- og Beredskapsdepartementet, 2014b; Riksadvokaten, 2014). In its evaluation of the Norwegian police, the Police Analysis (NOU, 2013:9, 2013) considers criminal investigation as one of the four core police tasks, alongside prevention, presence and response. Additionally, the Police Analysis committee point out that the uncovered differences in the different districts ability or inability to deliver the results expected of them can only be explained by varying quality of leadership in the districts. Leadership is thus considered to be an important factor for criminal investigation performance, which is also supported by empirical studies (Glomseth, Gottschalk & Karlsen, 2007; Gottschalk, 2007). However, we still know little about how different leadership actions affect criminal investigation performance, and what is considered effective leadership in criminal investigations. In the following, I will present the development of research and theory of leadership, and present an integrated theory of leadership; the Competing Values Model.

Leadership Research

The topic of leadership has been considered one of the oldest areas of research in the social sciences, yet perhaps one of the most complicated. A shared definition of leadership has proven difficult to find, as it may seem there are just as many definitions of leadership as there are perspectives on the subject. Northouse (2004), however, defined leadership as "*a process whereby an individual influences a group of individuals to achieve a common goal*" (p. 5).

Historically, leadership theory and research can be broken down into four major stages, the trait approach, the style approach, the contingency approach and the new leadership approach (Bryman, 1996). The trait approach seeks to determine the personal qualities of leaders, stating that individual traits distinguished good leaders from bad leaders (Judge, Bono, Ilies & Gerhardt, 2002). With the style approach the focus shifted to their behaviour as leaders, with the concepts of Consideration and Initiating Structure (see Judge, Piccolo & Ilies, 2004; Korman, 1966) being notable examples. The contingency approach is concerned with the situational factors that moderate effectiveness of leadership (Bryman, 1996). The term 'New Leadership' has been used to describe the paradigm shift that started

during the 1980s with the introduction of Burns and Bass' theories on transformational leadership (Bryman, 1996).

The transformational approach to leadership is concerned with the importance for a leader to be able to influence the attitudes of his or her followers, building commitment for the organizations' mission and strategy. In comparison to the earlier research that essentially examined transactional models, which were based on the way followers and leaders exchanged with each other, this type of leadership seeks to empower and elevate followers (Avolio, Walumbwa & Weber, 2009). This new view inspired a number of different approaches to leadership, as well as lead to researchers incorporating transformational and transactional elements into conventional models to create more holistic theories of leadership (Van Wart, 2003). Recently it has been stated that the previous century's hierarchical leadership models may not fully capture the dynamic leadership of today's knowledge intensive, globalized economy (Avolio et al., 2009). Integrative approaches take all aspects of leadership - the leader, the follower and the context - into account, and may be a better way of addressing leadership questions (Avolio, 2007). Therefore, to fully understand leadership in today's organizations, an integrative approach to leadership is needed (Van Wart, 2003).

Competing Values Model

The Competing Values Model (CVM)(Quinn & Rohrbaugh, 1981) is an integrative leadership model. This model was originally developed as a framework to understand, define and measure organizational effectiveness, and has now grown to become the dominant measure of organizational culture, and a widely used framework for organizing organizational phenomena, such as leadership (Cameron & Quinn, 2011). The model states that value tensions exist in all organization, and that these tensions are sorted according to three value dimensions or axes (Quinn & Rohrbaugh, 1983). The first dimension is organizational focus, and ranges from an internal focus on, for example, people inside the organization, to an external focus on the organization itself. The second dimension relates to organizational structure and ranges from stability to flexibility. The last dimension is a means and ends orientation, which ranges between processes and final outcomes (Quinn & Rohrbaugh, 1981).

These competing value dimensions represent the basic dilemmas of organizational life, and although each has previously been recognized individually, Quinn and Rohrbaugh (1983) were the first to integrate them in a single conceptual framework. By doing so they made it possible to identify four basic models of organizational analysis (Quinn & Rohrbaugh, 1983).

When the two first value dimensions, stability-flexibility and internal-external, are brought together, they outline four quadrants, as illustrated in figure 1 (Quinn, 1988).

Figure 1. The Competing Values Framework

Based on Quinn, 1988
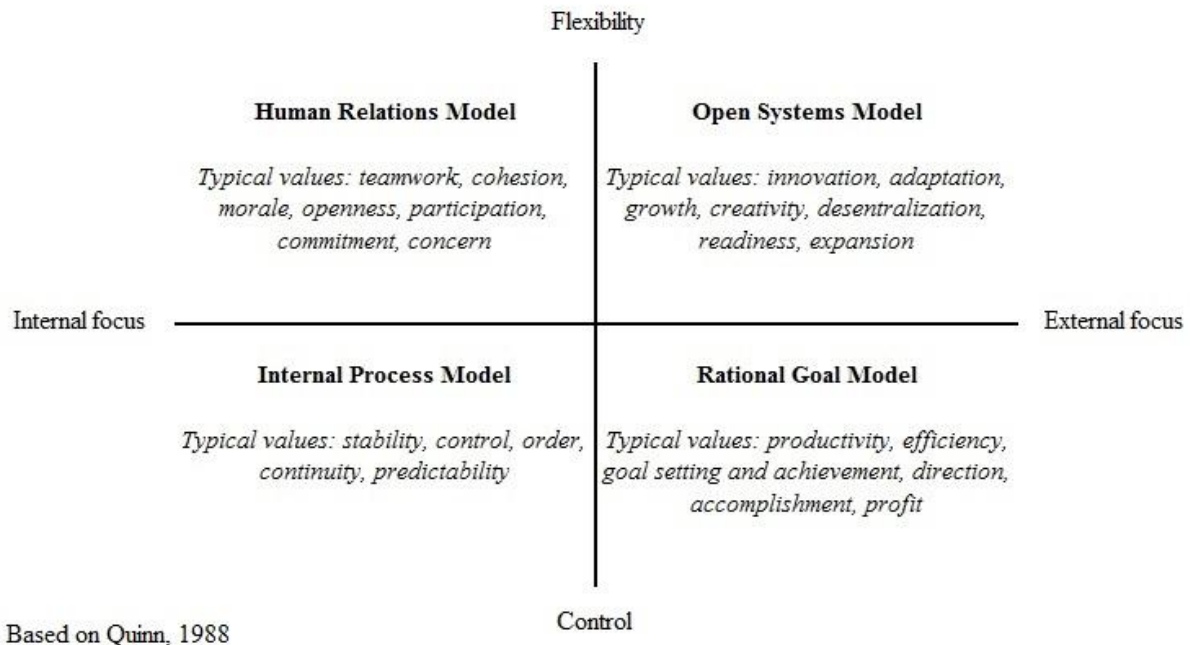
The first quadrant, the Human Relations (HR) model, places emphasis on flexibility and internal focus. People, belongingness and trust are important values (Quinn & Rohrbaugh, 1983). The leadership style in organizations that tend to be dominant in this quadrant would reflect teamwork, empowerment, participation and concern for employee ideas (Kalliath, Bluedorn, & Gillespie, 1999). In a study of over four hundred managers, that were identified by their executives as the most effective, Whetten and Cameron (Cameron & Quinn, 2011) identified forty critical management skills, that their responders claimed were typical of effective managers. They further clustered these management skills into a set of management competency categories, which summarize competencies that are considered as key for managerial effectiveness. In the HR quadrant, these competencies are; managing teams, managing interpersonal relationships and managing the development of others. This quadrant also goes under the name of Clan culture, when CVM is applied as a framework to study culture.

The second quadrant is Internal Process (IP) model (or Hierarchy culture in culture research), which has a control orientation with an internal focus. This quadrant places a great deal of emphasis on people, communication, routinization, centralization, stability, and

continuity (Kalliath et al., 1999; Quinn & Rohrbaugh, 1983). Leaders in such organizations reward their employees for following the rules, as this leads to stability, continuity and order (Kalliath et al., 1999). Management competencies in this quadrant are managing acculturation, the control system, and coordination. The third quadrant is the Open Systems (OS) model, or Adhocracy culture, as it is called in culture research. This quadrant places emphasis on organization and flexibility and stresses adaptation to the external environment, growth, resource acquisition and external support (Kalliath et al., 1999; Quinn & Rohrbaugh, 1983). The leadership style in the organizations that are dominant in this quadrant tends to value strategies of flexibility, growth, creativity and innovation (Kalliath et al., 1999). Managing innovation, the future and continuous improvement are competencies in this quadrant. The fourth and final quadrant is the Rational Goal (RG) model, or the Market culture. The Rational Goal model has a control orientation with an external focus, and places emphasis on planning and goal setting as well as productivity and efficiency (Quinn & Rohrbaugh, 1983). Organizations that are dominant in this quadrant tend to focus on efficiency and performance, and leaders would value task focus and goal clarity as these support the organizations' focus on productivity (Kalliath et al., 1999). Management competencies in this quadrant are managing competitiveness, energizing employees, and managing customer service. The HR and OS quadrants contain transformational leadership roles, while the IP and RG represent the transactional leadership roles, creating opposing dimensions across the two continua (Belasen & Frank, 2008).

The four quadrants represent underlying collective values and beliefs that guide organizations' management and focus. Otherwise stated, they represent the social normative expectations that allow members know how they are supposed to behave (Hartnell, Ou & Kinicki, 2011). The quadrants are not mutually exclusive, although most organizations will place more emphasis on some quadrants than others (Kalliath et al., 1999). According to Quinn (1988) the key to effective organizations lies in the balance of the contradictory demands, although organizations have been shown to place more emphasis on different dimensions over the course of their life cycle (Quinn & Cameron, 1983). Denison, Hooijberg & Quinn (1995) found that high effectiveness managers were perceived to have a greater degree of behavioural complexity than low effectiveness managers.

Denison et al. (1995) found that the CVM questionnaire that measures leadership roles has convergent and discriminant validity, and several studies have successfully applied the model to study leadership and organizational culture (Giberson et al., 2009; Hart & Quinn,

1993; Hooijberg, 1996). In a meta-analysis of organizational culture and effectiveness criteria, with a data set of 84 different studies, Hartnell et al. (2011) found only mixed support for the CVM's theoretical assumptions, claiming that the cultures in the opposite quadrants were complementary rather than competing. Despite of this, generally the empirical research using this model has been promising. As our study is an explorative study of the leadership characteristics in the Norwegian police districts, we find the model relevant to answer our research question.

The Current Study

The aim of this study is to examine how police investigative employees perceive and reflect upon the leadership in the organization, as measured by the Competing Values Model. Researching what investigative employees perceive as important factors for increasing quality in criminal investigations may provide valuable insights into the actual leadership demands of the investigative work, and what is perceived as an ideal style of leadership among investigative police in Norway. The research question this study attempts to answer is '*Which leadership values are perceived as beneficial to the quality of criminal investigations in Norwegian police districts?*' A study by Hooijberg & Choi (2000) indicates that leaders and followers may perceive leadership effectiveness differently. It is therefore interesting to see whether job level will affect the perception of leadership characteristics in the Norwegian police.

The value dimensions defined by the competing values model have previously been measured with a self-administered questionnaire (see Denison et al., 1995; Hart & Quinn, 1993), as has been tradition in leadership research (Bryman, 2004). Although the questionnaire provides a less costly and time-consuming, standardized way to study leadership it does, however, have some methodological downsides. Being pre-defined, a questionnaire does not allow for an opportunity to explore the depth of a topic, as well as it limits the information collected (Pedhazur & Schmelkin, 1991). The interview, as a way to study leadership, may provide more complexity and in-depth knowledge of the topic. In this study, semi-structured interviews based on the SWOT format (Dyson, 2004), were carried out to gather the participants view on leadership, among other topics, in the Norwegian police.

I will apply the structure of the Competing Values Model (Quinn & Rohrbaugh, 1983) to examine which leadership values are perceived by investigative employees as most important for ensuring quality in criminal investigations. The use of CVM as a leadership model to investigate the characteristics of leadership in the Norwegian police districts may

provide valuable information about the preferred style of leadership in the Norwegian police. This, in turn, may be used to develop leadership selection and development initiatives in the Norwegian police force. The Competing Values Model describes four quadrants of leadership behaviour that address distinct demands in the organization (Hooijberg & Choi, 2000). Thus it provides a good structure to examine a preferred leadership style in the Norwegian police. As the CVM integrates various theories of leadership it can provide a more complete picture of leadership roles as opposed to dichotomous leadership models, covering more criteria than other frameworks (Hart & Quinn, 1993).

Method

The current study is part of a long-term collaborative project between the research group of Work- and Organizational psychology at the University of Oslo, and the research department at the Norwegian Police University College. The project is financed by the Ministry of Justice and Public Security, and aims to increase knowledge of the practice of criminal investigations in the Norwegian police.

Some work has already been done in this project before the current study. Data collection began in April 2009, and 89 interviews have previously been conducted, transcribed, unitized and coded into several theoretical frameworks. An inductive model (described in the analysis section) was developed on this data by previous master students (see Arnesen, 2013 and Sætre, 2013), and research assistants.

Sample

The sample for this study consists of the 27 regional police districts in Norway. There were 89 participants in the sample, 26 female and 63 male, all strategically selected from each of the 27 districts. A strategic sampling procedure was used to ensure that participants from three different job levels; investigator, principal investigator and chief of police, were selected from each district. The chiefs of police in each district were addressed through a letter, requesting them to participate in the project, and arranging interviews with an investigator and a principal investigator (see Appendix A). The chief of police in each district was responsible for selecting the investigator and the principal investigator.

Three interviews were conducted in 22 of the districts, one with a participant from each of the different job levels. In four of the districts four interviews were conducted, and in the last district 7 interviews were conducted. The reason for this is that the last district was the largest, and three interviews would be too little to cover all differences and nuances in this district.

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Interviews

All participants received an e-mail prior to the interviews, where they were informed on the date and time of the interview, the purpose of the project, and the four interview questions. Written consent was obtained from all participants prior to the interview. All interviews were held in offices or meeting rooms at the participants location. All interviews were conducted in Norwegian, by the same, experienced, interviewer to prevent response variations due to interview settings. On all but few occasions, the interviewer was accompanied by co-interviewers. To prevent loss of data, interviews were recorded on two digital recorders. There was no time limit on the interviews, so they were concluded when the participant had nothing further to add.

Semi-structured interviews were held in accordance with the PEACE model, which is a framework for cognitive interviewing and refers to Planning and Preparation, Engage and Explain, Account, Clarification and Challenge, Closure and Evaluation (Clarke & Milne, 2001). Interviews consisted of four open-ended semi-structured questions based on the SWOT framework. SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats, and was originally developed as a tool for strategic planning (Chermack & Kasshanna, 2007). Now it serves as an analytical tool that can be applied to both organizations and individuals (Helms & Nixon, 2010), and can sort information on three dimensions of positive-negative, past-future and internal-external (Hoff, Straumsheim, Bjørkli & Bjørklund, 2009). The SWOT interview is a format that does not specify or predefine answers, but prompts the interviewee to reflect freely, thereby providing a thorough description of the topic. The four questions the participants were asked to reflect upon were as follows:

I. *Please tell us what you think works well regarding the investigative work here in the police district - we call this the strength of the investigative work.*

II. *Please tell us what you think does not work well regarding the investigative work here in the police district – we call this the weakness of the investigative work.*

III. *Please tell us what you consider to be opportunities for improving the investigative work here in the police district – we call this the opportunities in the investigative work.*

IV. *Please tell us what you consider to be threats against improving the investigative quality here in the police district - we call this the threats in the investigative work.*

At the conclusion of the interview, follow-up questions, such as "are there other elements you want to mention" and "you mentioned ... could you elaborate on this" were asked to clarify or further elaborate on topics introduced by the subject during the interview. Prior to concluding the interview, the subject was given a last opportunity to add any additional information.

Recordings from interviews were transcribed by master students and research assistants. The transcriptions were verbatim in Norwegian Bokmål, thus translating any local expressions or dialect. Repetitions, and words such as 'ehm' and 'mhm' were included.

Analysis

Inductive analysis. An inductive model of themes that described police investigation was developed by previous master students. Through the approach of thematic analysis (Braun & Clarke, 2006) seven interviews were analysed for recurring themes. The model was then tested and revised through top down coding of the remaining interviews. In total, 16 main categories and 66 secondary level categories were defined (Arnesen, 2013, p. 16; Sætre, 2013 p. 17). Inter-rater reliability for the categories was measured to be 61.7%, with a Krippendorff's Alpha of .582. The inter-rater was considered satisfactory (Arnesen, 2013, p. 15; Sætre, 2013, p.15). This study has used the category 'Leadership' of the inductive model as basis for analysis.

Re-unitizing. As the 1044 data units in the existing data set were considered to be too brief to be suitable for a thematic analysis, the units in the leadership category had to be re-unitized. Unitizing is the process of splitting up a data set into meaningful units of information. A unit is in essence the most basic element of raw data that can be interpreted meaningfully, much like a code (Braun & Clarke, 2006). The author traced each data unit in the 'Leadership' category back to the interview transcripts, to include more of the context surrounding the extract in the final unit, thus making the final units suitable for thematic analysis.

Re-coding. The data had previously been coded onto the Competing Values Model, but these codes needed to be re-evaluated after the re-unitizing process. As a lot of the data extracts in the Leadership category got a different meaning after re-unitizing, due to more of the context from the interview being included, all units were re-coded onto CVM. A coding sheet, based on Quinn (1988), and Cameron & Quinn (2011) was developed to use as a guideline for coding (see Appendix B). This guideline was later used to establish inter-coder reliability.

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Inter-coder reliability. Inter-coder reliability was established to be 67%, with a Krippendorff's Alpha of .579. The dfreelon ReCal online reliability calculator was used to calculate percentage agreement and Krippendorff's Alpha (Freelon, 2010). According to Neuendorf (2002), there is no established consensus on what is considered an acceptable level of inter-coder reliability in content analysis. The inter-coder reliability was however considered as high enough to be acceptable.

Thematic analysis. An inductive thematic analysis was chosen as the method of analysis, as it provides a flexible approach for inductive analysis of the data set (Braun & Clarke, 2006). This is a procedure for identifying, analysing and describing patterns, or themes, within data. Themes were identified at a semantic level, and the goal of the analysis was to provide a rich description of the data set. Each CVM-quadrant was analysed separately, to ensure a richer description of the themes inherent in each quadrant. As thematic analysis is not wedded onto any pre-defined theoretical framework, it can be used along with a number of existing frameworks. This study has used thematic analysis along with the Competing Values Model to investigate the characteristics of leadership of police investigations.

Braun and Clarke's (2006) stepwise approach to conducting thematic analysis was followed. Similar approaches have been successfully applied in similar projects (Fenton-O'Creevy, Soane, Nicholson & Willman, 2011; Zhong & Arnett, 2014; Åsbring, 2012). The approach has 6 distinct phases, but requires a recursive approach to data, meaning that one moves back and forth between the data set, and the phases throughout the analysis.

Phase 1: Familiarizing yourself with your data. As this study uses an existing data set for analysis, and I did not take part in collecting this material, this first step was vital. Familiarization was achieved through reading and re-reading of the data. Familiarization was further achieved through the re-unitizing of the existing units in the Leadership category.

Phase 2: Generating initial codes. This is the process identifying a given feature of the data, and organizing the data into meaningful groups. Each data extract was open-coded into one or several potential patterns it fit into. Coding was data driven, and each CVM quadrant was coded separately.

Phase 3: Searching for themes. This phase involves sorting the coded extracts into potential themes. A theme is a conceptual link that describes the data and creates meaning (Ryan & Bernard, 2003). Sorting was done by collating similar codes into potential common

themes, permitting to separate into smaller themes, or collate into larger themes later on in the process.

Phase 4: Reviewing themes. This is the process of refining themes, and creating a meaningful pattern of themes that reflect the data. This was achieved by re-reading the codes and extracts for each theme to search for coherent patterns within the themes, grouping similar themes together, and discarding themes that were too diverse or that did not have enough data to support them (Braun & Clarke, 2006). This process went on until I decided that the themes accurately reflected the data in relation to the research question.

Phase 5: Defining and naming themes. This was achieved by reading through the data extracts within each theme to find the story of the theme. Each theme was then given a unique name that captured its essence. Phase 6 consists of producing the report. The process is summarized in figure 2.

Data Treatment

A total 719 statements coded on CVM were used as a foundation for further analyses. The analyses were performed using SPSS Statistics 21. Multivariate tests (MANOVA), were performed to measure the effects of CVM-quadrants and the effects of employee level, as Mauchly's test indicated that the assumption of sphericity had been violated. Partial Eta Squared was used to calculate effect size. Cohen (1988) classifies effect sizes smaller than .01 as a small effect, and effect sizes between .01 and .06 are considered a moderate effect. Effect sizes larger than .14 are considered a large effect.

Ethical Considerations

Prior to the interviews all participants received a letter where they were informed of the procedure, their rights of confidentiality, and right to withdraw from the study. Informed consent was collected before the interview. The project was reported to and approved by NSD (Norsk samfunnsvitenskapelig datatjeneste).

Figure 2. Overview of coding process

Quadrant	First-Order Codes	Initial Themes	Finalized Themes
1 - HR	Statements about "competencies" (e.g., whether employees have the necessary skills or not, developing ones skillset as necessary, how leaders facilitate skill development, getting to attend or not attending cources)	Competency	Ensure competence
	Statements about "resources" (e.g., who allocates investigators on cases, who puts together teams, utilizing resources, division of tasks, and lack of resources)	Resources	Allocate resoures
	Statments about being acknowledged and receiving recognition for ones work, either verbally or through salary, attendance at cources or other tokens of appreciation	Recognition	
	Statements concerning evaluation and feedback of the work one does.	Evaluation	Recognition
	Statements about employee concerns (e.g., work environment, taking care of coworkers, showing respect)	Coworker	
2 - IP	Statements about workning together, how teams are put together, assisting eachother, working across departments (e.g., investigators and prosecutors), or across stations or districts, and how leaders support and facilitate this	Cooperation	Cooperation
	Statements about "management", "clear leadership", "explicit instructions", and who is in control	Management	Control
3 - OS	Statements regarding "feedback" for ones work, and learning from feedback	Feedback	Insight
	Statements about "structural changes" and "reorganization"	Structure	Allow structural change
4 - RG	Statements regarding the acquisition and development of skills and competencies in the department (e.g., recruitment, cources)	Competency	
	Statements about expertise, and development of expertise	Professional	Facilitate adaptation
	Statements about "doing the job" (e.g., delivering results, quality, demanding results)	Results	
	Statements about motivating and driving employees to produce results	Drive	Drive performance
	Statements about "effectiveness" (e.g., being proactive, speed, taking control, and lack of this)	Effectiveness	
	Statements about "resources", lack of resources, and allocation of resources	Resources	Prioritize resources
	Statements about prioritizing cases or tasks, based on the availible resources	Priorities	

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Findings

Statistical analyses

From a total of 1044 statements in the leadership category, 719 statements could be coded on CVM-quadrants, and were used as a foundation for further analyses. 325 residual statements that could not be coded on CVM were excluded from further analyses. Total number of informants after excluding residual statements was 84. Table 1 presents the distribution of statements on each CVM-quadrant (N=84), and the distribution of statements per employee level within each quadrant. Figure 3 depicts the distribution of themes per quadrant, and the distribution of statements per quadrant.

Table 1.

Means of statements per CVM-quadrant and employee level

	Level	Mean	Std. Deviation	N
1 – HR	Level 1	3,75	3,97	28
	Level 2	3,56	3,96	30
	Level 3	4,65	4,97	26
	Total	3,96	4,27	84
2 – IP	Level 1	1,25	2,33	28
	Level 2	1,53	2,94	30
	Level 3	1,61	2,04	26
	Total	1,46	2,46	84
3 – OS	Level 1	,46	,79	28
	Level 2	1,00	1,66	30
	Level 3	1,23	1,39	26
	Total	,89	1,36	84
4 – RG	Level 1	1,89	1,91	28
	Level 2	2,53	3,01	30
	Level 3	2,26	2,20	26
	Total	2,23	2,42	84

Note. HR = Human Relations; IP = Internal Process; OS = Open Systems; RG = Rational Goal.

Figure 3. Distribution of statements and themes per CVM-quadrant
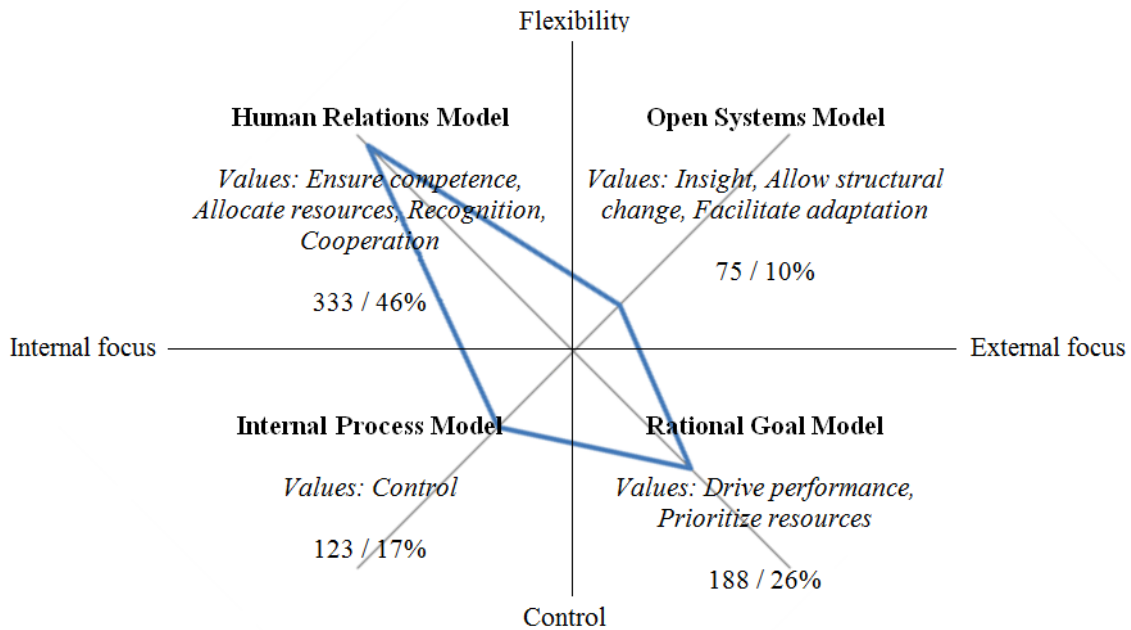
Mauchly's test indicated that the assumption of sphericity had been violated for the main effect of CVM quadrants. $\chi2(5) = 74.36$, $p < .001$ ($\epsilon = .61$).When the assumption of sphericity is violated it is recommended to use corrections such as the Greenhouse-Geisser correction, or to use multivariate test statistics (MANOVA), as these tests are not dependent on this assumption (Field, 2009). Thus, I performed multivariate tests (MANOVA), in a repeated CVM quadrant (4)*employee level (3) design, with employee levels as a between-subjects variable.

The results of the MANOVA revealed a significant main effect of CVM quadrants, Wilks's lambda = .59, F(3, 79) = 18.19, p < .001, partial eta squared = .41. The results indicated that there were significant differences between the number of statements coded on the CVM quadrants, and the effect size suggested a large effect. Post-hoc tests were conducted, with a Bonferroni correction to adjust for multiple comparisons. The test showed that the Human Relations quadrant captured significantly more statements than all the other quadrants (p< .001). The Rational Goal quadrant captured more statements than the Internal Process (p<.05) and Open Systems quadrants (p< .001), while the Internal Process quadrant covered more statements than the Open Systems quadrant (p< .05). Finally, the MANOVA showed a non-significant interaction effect of CVM quadrant*Employee level (p> .05), suggesting that the number of statements coded on the CVM quadrants was not dependent on employee level.

Thematic Analysis

Through the process of iterative inductive thematic analysis the author discovered 10 themes: (i) ensure competence; (ii) allocate resources; (iii) recognition; (iv) cooperation; (v) control; (vi) insight; (vii) allow structural change; (viii) facilitate adaptation; (ix) drive performance; and (x) prioritize results. These are summarized in Table 1, along with definitions and illustrative quotes from the data.

Quadrant 1 – Human Relations

Ensure competence. A large amount of informants reflect around the topic of competence, and the need for competence in the police. It is seen as the leaders' responsibility to ensure that co-workers possess the skills and knowledge necessary to perform well on the job. *"And it's our responsibility as leaders, then, that those who will be working on this here actually possess the skills they should have."* At the same time the leader is expected to facilitate competence development for their staff to ensure that competency demands are met, as well as in the form of a bonus for good work. This can either be by providing resources to send employees on courses, but can also be simply by encouraging employees to take courses. *"In regards to sending people on courses, resources and stuff."* and *"the management are good at encouraging us to seek courses, and that we get a course if there is an opportunity to get the course."* Courses are seen as something positive, and are in some instances even considered a reward.

Allocate resources. Many of the informants talk about resources being an important part of performing on the job, human resources being mentioned the most. With time being scarce and a heavy workload, having enough competent personnel on a case is considered important. The leader is responsible for allocating personnel on the given cases, making sure that individuals that possess any special skills are utilized, and that there are enough people on the case. This is expressed in statements such as *"I, as principal investigator, define a need and say here I must have people who know this and know that and so and so many people to help so there will be a number of phone calls and we'll do it if it's like that kind of case"* and *"Yes and if it is a little larger case so then the principal investigators are responsible for putting together a group for example."*

Recognition. This theme consists of the softer values like concern for employees, taking care of each other and showing recognition for good work. A lot of the informants mention that they would like the management to acknowledge the work they do and to be appreciated. An important leadership responsibility is therefore to acknowledge the

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employees efforts, and be able to provide positive feedback or rewards for good performances. *"Having the ability to see the knowledge that each employee possesses."* and *"So leave feedback, positive feedback, boasting one another"*. Feedback is appreciated even when it is not positive, as long as it is constructive. Carrying out performance reviews is therefore considered an important task for the leader. Individuals mention that they need to feel cared about, and work in a supportive environment. This is expressed by statements like *"they are very astute when it's stuff that is a bit private, they are good to talk to people, and that makes your workday easier."*

Cooperation. Human resources has been stated by many as an important factor of being able to work a case, and several mention having had to discontinue cases due to lack of resources. Therefore cooperation with other departments, regions or districts is appreciated. Furthermore, the responsibility for organizing any cooperation lies on the leader. Firstly it is expected that the leader cooperates well with the employees that report to him, as well as with the prosecutors. A cooperative relationship with the prosecution is considered a success factor. This is connected to utilizing competence mentioned above and can be exemplified with the following statement *"If you can get a good prosecuting management together with a good investigation management then you succeed I think."*. Cooperation, of course, may involve the leader putting together teams from different departments or places, as well as managing the resources for teamwork. *"And again, having managers who are skilled and who see that we must cooperate, extending far in giving each other help and assistance and think district"*

Quadrant 2 – Internal Process

Control. A lot of the informants reflect around the topic of management, and prefer a clear, distinct management. A clear management is considered a sign of involvement on the part of the leader, and several seem to want a leader who can be in control, make decisions, and take charge. This is visible in statements like *"because I believe that you need, if we are to succeed in getting these things to work well in investigation so the operations manager ... must also be able to step in and take charge and set direction on what we're doing."* and *"What we missed there was just, much clearer and apparent management and, ehm, could go in and say how things are."* Several informants expressed that the leader must exert control. *"I mean, well basically that the manager must, must control a little more."*

Table 1.

Themes by CVM quadrant with supporting data extracts

Quadrant	Theme	No. of informants reflecting on theme	Definition	Representative quotes
1 - HR	Ensure competence	43	Leader must ensure that employees have the skills and competencies necessary to meet the requirements of the job,	*Regional Manager in his team should look at what we have and what we need, and within that field ... enroll these needs to the course and expertise bank the police district disposes.*
	Allocate resources	33	Leader must allocate personnel on cases, make sure to have enough resources on the case and use resources strategically	*So it is important that we have a police chief who sees that in some cases it is necessary to allocate resources, and use the right resources, that you have support when you take up the need for eh to add a little extra effort into special cases.*
	Recognition	23	Leader must show concern for employees, show appreciation and give feedback for the work one does	*But I think the most important thing is to get feedback on the work you do and dare to say that you are not doing so well. And I also think it has a bit to do with salary, having the courage to give rewards to those who do a good job.*
	Cooperation	32	Leader must facilitate cooperation across levels, departments and workplaces	*We should not only cooperate, but you have to structure the cooperation. And then someone must take responsibility for making that work.*
2 – IP	Control	26	Leader must exert clear and distinct management	*I believe that many of the problems we are dealing with; the management and structure, they should be solved by one who is accustomed to leading a large corporation and where this is not unusual, so I miss an executive who can come in and actually control*

(continued)

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Table 1. Continued

Themes by CVM quadrant with supporting data extracts

Quadrant	Theme	No. of informants reflecting on theme	Definition	Representative quotes
3 – OS	Insight	4	Leader must give feedback on performance, in order to facilitate learning	*You should praise, but you should also criticize to aid learning*
	Facilitate adaptation	10	Leader must facilitate professional development through training and recruitment	*I mean that it is part of the leadership role to ensure that those you have under your leadership also receive appropriate professional updates*
4 – RG	Drive performance	40	Leader must motivate, set standards for, and actively manage performance	*So I think ... that the leaders have to go much more into it and claim and demand results and go through and see and give feedback.*
	Prioritize resources	30	Leader is responsible for prioritizing which cases to take or dismiss, and how much resources to spend on each case	*There must be someone at the top, either it is the chief of police or the head of prosecution, there must be someone saying 'sorry, this matter is not as serious as we first assumed, we do not have the resources to do just that, or do not have the skills now, so we have to solve it some other way'*

Quadrant 3 – Open Systems

  Insight. A few informants talk about the need for feedback on their performance to aid in learning and development. It is commonly considered a leader's responsibility to give and facilitate feedback, either positive or negative for efficient learning. This can be seen in statements such as *"I had a colleague, she had worked as over twenty years as an investigator and saying that only after twenty years it was the first time she got a feedback that the interview she had taken was too bad. And she learned from that one feedback so much. So to dare and, you should give praise, but you should also criticize to learn. I think that the leaders are bad at doing this today."*

  Allow structural change. Many of the informants are positive to organizational and structural change, and several state that the quality and efficiency of the investigation process might benefit from certain structural changes. In conjunction with this, several state that it often is the leader's responsibility to promote the necessary structural or organizational changes. Several place particular emphasis on that the leaders must not stand in the way of change, even if it may go against their interests. This may be illustrated by statements like *"For there have been some structural changes as well, which allows you to free up district sheriffs of the role they had in the past. And what is natural then? It is obviously that you can use sheriffs more active in other areas... Because I think when the sheriff gets a completely different work schedule, then the leaders must also be willing to say huh, yeah but now you need to enter and do another type of job."* and *"I think it puts great demands on when the groups of reorganization in the district finish their, then I will place great demands on those who lead this, in terms to show ability simply to get through this."*

  Facilitate professional adaptation. Quite a few of the informants express a developmental focus, and many talk about recruitment as a way of bringing in new expertise, as seen in the following statement. *"It's things like that that we as leaders certainly discuss in terms of how we should organize ourselves and in relation to this here ... to recruit. It is more about recruiting ... but that's an opportunity here too."* Many of the informants also reflect around the topic of professional development on the district or local station level, with technical skills being at the top of the list of developmental areas. It is often considered the leaders responsibility to encourage and stimulate to professional development, by encouraging employees to participate in courses or forums, as seen is statements such as *"The way it is as of now ... we have taken on responsibility for education on Crime Analysis in Oslo. Module 1. But only if those who participate in the courses commit to participate in a*

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research forum. So that we simultaneously strengthen the total, ehm, professional environment." The informants development focus is not restricted to courses though, as a way of bringing in new expertise, as seen in the following statement. *"It's things like that that we as leaders certainly discuss in terms of how we should organize ourselves and in relation to this here ... to recruit. It is more about recruiting ... but that's an opportunity here too."*

Quadrant 4 – Rational Goal

Drive performance. The majority of the informants reflect on the topic of performance, and the quality of performance. In conjunction with this, the leader's role in promoting results is often brought up. It is expected of the leader to demand good quality results, control the quality of work, keep track of the portfolio, and actively manage progress. The leader is also responsible for the results delivered. Statements that exemplify this are *"Ehm, I think we could have improved the quality of, ehm, that investigation leaders have gone actively into, investigation ... set some requirements, deadlines, ie, pushed little more, got up pace litte bit. And should control more, or managed investigation."* and *"Eh quality it is that you as a leader must sometimes take the time to look at what product your employee handing over."* However, to get good quality results, the leader must also be able to motivate his employees, as seen by the following statements. *"There are people who produce results, eh that's why you need to actually motivate them, and must delegate tasks. One must make wise decisions, because if you can't do that you get no results."* And *"I see that the places where you have good leaders who are able to prioritize and motivate, so making sure your employees are pressured."*

Prioritize resources. A lot of informants talk about the need to prioritize cases, due to the lack of available resources. A few talk about areas that are prioritized from the allotment letter from NPD, but the majority seem to argue that a lot of the prioritizing is caused by the resource situation. Several mention the need to dismiss cases due to lack of resources. There is a shared understanding that the responsibility to prioritize which cases to take on and dismiss rests on the leaders, as seen in statements like the following. *"And our area has been the first priority ... and I mean it should be a high priority. Of course, at the expense of something else when the resource is how it is the police, but we must endure. The manager must dare to do that."* and *"Now I have that kind of fervent desire to resolve the case, which binds us in some way in relation to the investigation of the type of case. Thus, we forget everything else. I think this is a human side of us. Ehm, it is the responsibility of management for they must also simultaneously go in and do some priorities in other cases."* Often the

manager must also prioritize and allocate resources to the cases, as seen by statements like *"this is perhaps bold to say that us managers, we have to look at any other way we can prioritize resources over to the investigation, versus other things, as we do in the district."*

Discussion

The purpose of this study was to examine which leadership values are perceived as beneficial to the quality of criminal investigations in Norwegian police districts. Semi-structured interviews based on the SWOT framework were conducted with investigators, principal investigators and chiefs of police from each district. Statements from the leadership category of an existing inductive model, which provides a mapping of factors associated with criminal investigations, were mapped onto the Competing Values Model. Thematic analysis was chosen as the method for analysis.

10 themes were identified through inductive thematic analysis of each quadrant. Each of these themes represent a leadership value that is perceived by the informants as beneficial to the quality of criminal investigations. The results indicated that the Human Relations quadrant is perceived as more important for the quality of investigations than the other quadrants, and the Rational Goal quadrant being more important than the Internal Process and Open Systems quadrants. The low amount of statements in the IP and OS quadrants indicate that these values are perceived as less important for the Norwegian investigative employees. The main focus will therefore be on the HR and RG quadrants. We found no significant interaction effect of CVM and employee level, indicating that the preferred leadership values found in this study are consistent across all employee levels. These preferred leadership values will further be discussed in light of existing leadership research.

General Discussion

According to Competing Values theory, the quadrant with the strongest results focus is the Rational Goal quadrant (Quinn & Rohrbaugh, 1983). With productivity and efficiency as primary objectives, one would expect the Rational Goal quadrant to have a stronger positive relationship with effectiveness and organizational performance (Cameron & Quinn, 2011). This study partly supports this assumption, as the RG quadrant is strongly associated with quality and perceived as important by the informants. However, contrary to CVM theory, we found that the Human Relations quadrant was perceived as more important for quality in criminal investigations than all other quadrants. In this section we discuss how values inherent

in the HR and RG quadrants contribute to increased quality in the investigative process, as perceived by our informants.

Human Relations. The Human Relations quadrant places emphasis on people, belongingness and trust. Organizations dominant in this quadrant emphasize that teamwork and employee development are crucial for achieving success, which is in turn defined by internal climate and concern for people. Such organizations are characterized by highly committed employees and high levels of morale and satisfaction. Leaders empower their followers, and facilitate their participation and loyalty. The assumption behind this is that employee involvement and participation foster empowerment and commitment. In turn satisfied and committed employees will be more effective (Cameron and Quinn, 2011). Within the Human Relations quadrant the three management competency categories are; Managing teams, Managing interpersonal relationships, and Managing the development of others (Cameron & Quinn, 2011). I have found these categories to fit well with the themes I identified within the Human Relations quadrant.

The relational focus of the HR quadrant is especially visible in the theme *Recognition*, where the leader is expected to show concern for employee interests, provide feedback and show appreciation, as well as provide rewards for a good performance. This is believed by the informants to enhance quality in investigations through increasing cohesion among the employees, increased motivation and an improved work environment. The competency category 'Managing interpersonal relationships', which includes the actions of *facilitating effective interpersonal relationships, including supportive feedback, listening, and resolution of interpersonal problems* (Cameron & Quinn, 2011, p.138), is in line with the views of the informants.

Studies on the concept of consideration could possibly explain the perceived benefit of such leadership values on quality. Developed during the Ohio State Leadership studies, this construct is concerned with people, and reflects the degree to which a leader is likely to have work relationships characterized by mutual trust, respect for followers ideas, and consideration of their feelings (Fleishman & Peters, 1962). A leader who scores high on Consideration will show respect and concern for his followers, and express appreciation and support. The major benefits of this leadership style are improved group atmosphere and morale, as well as follower satisfaction. The concept of Consideration, and its counterpart Initiating Structure, have been criticized on both conceptual and methodological grounds since the emergence of implicit leadership theories (Judge et al., 2004). However, it has

recently been found to be strongly related to leader effectiveness, follower satisfaction with leader and follower job satisfaction, which in turn has been found to have a moderate positive effect on job performance (Judge, Thoresen, Bono & Patton, 2001), and a negative effect on turnover intent (Lambert, Lynne Hogan & Barton, 2001). Thus, Judge et al. (2004) argue that the discarding of these constructs was premature, as they both show important main effects on fundamental leadership indicators. In a study of 126 police managers from 23 US States, Andreescu and Vito (2010) found Consideration to be one of the preferred leadership behaviours, according to their responders, surpassed only by Initiating Structure, Persuasiveness, Role assumption, and Demand reconciliation. Similarly, Schafer (2010) found caring for employee needs to be the second most important aspect of an effective police leader, surpassed only by honesty and integrity.

Another important aspect for the informants was the theme *competency*, in the HR quadrant. Our informants find it important to be up to date on the skills and knowledge necessary to perform well on the job. The leaders must therefore facilitate competence development for their staff, either by focusing resources on sending employees on courses, or by encouraging employees to take courses. Getting to attend courses is also considered a reward for good performance, and personal development is a motivating factor. The management competency category 'Managing the development of others' is similar to these views. This consists of *helping individuals improve their performance, expand their competencies, and obtain development opportunities* (Cameron & Quinn, 2011, p 139).

A focus on competency and personal development may be beneficial for quality not only in terms of the workers possessing the necessary skills to perform on the job, but may also serve a purpose in motivating employees to deliver better. One dimension of transformational leadership is displayed by individualized consideration, which is to pay attention to the developmental needs of employees, as well as support and facilitate their development (Bass, 1999). With a wide body of research on transformational leadership, this leadership style has recently been found to be positively related to job performance, leader effectiveness, work motivation and leader satisfaction among followers (Judge & Bono, 2000; Judge & Piccolo, 2004), as well as job satisfaction (Judge & Piccolo, 2004) and has earlier been found to predict work effectiveness (Lowe, Kroeck & Sivasubramaniam,1996). Individual consideration is similar to the Consideration construct of the Ohio State studies in that it involves showing concern for, and supporting employee needs. The difference between these aspects is that individual consideration focuses more on the developmental aspect

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(Judge & Bono, 2000). To be a truly transformational leader, however, providing individualized consideration is not enough. One must also provide intellectual stimulation, inspirational motivation, and idealized influence (Bass, 1999). Only then can leaders elevate their followers beyond immediate self-interests and increase followers enthusiasm and commitment to the organizations' objectives (Bass, 1999).

      Not only is it important to have competent workers in the district, they must also be available to work cases. Often, however this is not considered to be the case, as the lack of resources is brought up by quite a few informants. Another important aspect is to utilize the expertise of the people at hand, and thus utilizing individuals who may possess any special skills. Similarly, *cooperation* between and across different employee levels, departments and local districts was brought up by many as important. The leader is expected to structure the cooperation, encourage to 'think district', and put together teams by allocating people to different teams and cases. The informants perceive working in teams and cooperating as important for the investigative process mainly due to the added resource value, as well as the distribution of 'competency' in the team. However, the collaborative relationship itself may be a factor that improves investigation quality. Local stations in one district are expected to help each other out when short on resources. The relationship with the prosecuting attorneys is discussed here as well. As the prosecution attorney has the overall responsibility for the investigative work (Myhrer, 2001; Påtaleinstruksen, 1985), a good and cooperative relationship with the prosecuting management is considered a success factor in terms of criminal investigations. The management competency category 'Managing teams' incorporates these value expressions well. The competencies inherent in this category are *facilitating effective, cohesive, smooth-functioning, high-performance teamwork* (Cameron & Quinn, 2011, p 138).

      Collaboration and cooperation have also been identified in existing research as important for organizational quality improvement (Detert, Schroeder, & Mauriel, 2000), as well as important factors for organizational functioning (Hogg, Van Knippenberg & Rast, 2012). Hogg et al. (2012) argue that effective cooperation and coordination between different work units are necessary for high quality organizational performance. They further argue that trough the leadership actions of rhetoric and boundary spanning a leader may ensure effective intergroup leadership, which may be essential in situations where different organizational units must compete for resources, as is the matter in the Norwegian police districts. A leader must give meaning to intergroup collaboration, and at the same time go forward as a good

example of such intergroup collaboration by developing relationships that bridge the different groups (Hogg et al., 2012). When performed together, these leadership actions can build and shape an intergroup relational identity, where the members of different groups identify with the common organizational cause and thus exert effective intergroup performance (Hogg et al., 2012). As the Norwegian police are at a constant lack of resources, and furthermore dependent on a collaborative relationship with the prosecution attorneys, these leadership processes may aid in building a common intergroup identity that will ensure effective criminal investigation performance.

      Rational Goal. According to CVM theory, what characterizes organizations dominant in the Rational Goal quadrant is that they are mainly results oriented. The primary objectives of such organizations would be profitability, product quality, and market share (Cameron & Quinn, 2011). Such organizations are likely to set clear goals to improve performance, which in turn sets employees attention to improving product and service quality (Hartnell et al., 2011). The leaders are tough and demanding, with the primary objective to drive the organization toward productivity, results and profits (Cameron & Quinn, 2011). Management competencies within the RG quadrant are Managing competitiveness, Managing customer service, and Energizing employees (Cameron & Quinn, 2011). Energizing employees, is the best fitting to our findings, with the main competencies being motivating and inspiring individuals to be proactive, put forth extra effort, and work vigorously (p. 140), much like the theme *Drive performance*.

      The quality of work and performance is a topic that is heavily reflected upon by the informants. They talk about working hard, doing a good job, 'catching the bad guys', and solving as many cases as they can. All effort is put into providing the best results possible in the most efficient manner. In conjunction with this the leader is expected to motivate and push the employees to deliver these results, by demanding and controlling quality, keeping track of the portfolio and actively managing the investigation. By doing this, it is expected that the leader engages the employees, and thus keeps them sharp and the pace high.

      As mentioned above, the counterpart of Consideration is Initiating Structure, which construct reflects the degree to which a leader defines, organizes and structures his own role and the role of his followers toward goal attainment. Leaders that score high on Initiating Structure play an active role in directing follower activities through planning, communicating, information, scheduling, and the like (Fleishman & Peters, 1962). Because leaders that score high on Structure are task oriented, they are also considered to be effective at producing

performance outcomes (Judge et al., 2004). Judge et al. (2004) recently found Initiating Structure to be an important predictor of group-organizational performance, as well as relationships with leader effectiveness, follower motivation and follower satisfaction with leader. In a longitudinal study of 118 project teams from five industrial R&D organizations, lasting over five years, Keller (2006) found that Initiating Structure predicted several effectiveness criteria. Initiating Structure has also been found to be strongly associated with effectiveness among police managers (Andreescu & Vito, 2010). Thus we see that RG leadership values like task focus, goal clarity, drive and demand are not only perceived by the informants as beneficial for improving quality in criminal investigations, but are also found to be strong predictors of performance (see Judge et al., 2004; Keller, 2006).

Which Leadership Values are Perceived as More Effective?

As previously mentioned, Competing Values theory predicts that the Rational Goal quadrant will be more strongly related to effectiveness and organizational performance (Cameron & Quinn, 2011). This description of the values and objectives for the Rational Goal quadrant fits our findings well. Our informants reflect greatly on their performance, and how quality and effectiveness might be improved. At the same time they expect of the leader to demand and drive good results, by motivating and setting standards. The distribution of statements on the different quadrants, however, paints a different picture. According to CVM, the RG quadrant should show a stronger positive relationship to quality of results than the other quadrants. Our results, however, demonstrate that the Rational Goal quadrant accounted for a significantly smaller amount of statements than the Human Relations quadrant.

A result supporting our findings can be found in Hartnell et al. (2011). In a meta-analysis of 84 studies on organizational culture, they found that clan cultures (the HR-quadrant) displayed the strongest relationship to quality of products and services, being a stronger predictor of product quality than the RG quadrant. Detert et al. (2000) argue that cooperation, collaboration, employee involvement and employee commitment leads to better decisions and higher quality in the long run, and that they are crucial for a successful organization. In a review of studies on police leadership effectiveness, Campbell and Kodz (2011) found that transformational leadership, which incorporates important HR values, has a positive relationship with follower's organizational commitment and willingness to exert extra effort. A mixed style leadership, incorporating both transformational and transactional elements was found to be considered more effective than just transactional (Campbell & Kodz, 2011).

Looking back at the dimensions of transformational leadership we see that inspirational motivation includes aspects related to the RG quadrant of CVM, including setting desirable goals, articulating how to reach those goals, setting high standards for performance, and showing confidence and determination (Bass, 1999; Judge & Piccolo, 2004; Rafferty & Griffin, 2004). Transformational leaders must provide all four dimensions of intellectual stimulation, inspirational motivation, idealized influence and individualized consideration to be effective (Bass, 1999). In essence this means that a leader cannot be truly transformational without possessing and exerting certain Rational Goal values, meaning that both HR values and RG values are important for effective leadership. This is consistent with the assumption of the Competing Values framework, that the most effective leaders and organizations are the ones that manage to find a balance between the quadrants. Additionally, Hartnell et al. (2011) recently found the quadrants to be complementary rather than competing.

Although the relational values of the HR-quadrant are slightly preferred among Norwegian police officers, and have been found to predict organizational performance better than the goal oriented values of the RG quadrant, several studies find that the balance of the two leadership styles combined may be the most effective. In a study of 71 detectives in the Norwegian police force, Fahsing et al. (2008) found that the majority of the characteristics associated with effective management (38%) could be assigned to the role of the personnel leader, which incorporates HR values and behaviours like hiring, training and organizing (Fahsing et al., 2008). However, this role also incorporates RG values like coordinating, motivating and supervising. Dean and Gottschalk (2013) obtained similar results in a study of managers from two different Norwegian police districts. By measuring leadership by a self-developed questionnaire they found that managers perceived the role of the personnel leader to be most important (Dean & Gottschalk, 2013). On a cautious note, as the response rate of the first study was very low, and due to the lack of studies supporting the validity of the instruments used to measure leadership, these findings should be interpreted with care. However, this goes to show that although HR values are the most preferred among Norwegian police, RG values may be just as important.

The legislative framework in which the Norwegian police operates might explain the preference for HR values among the Norwegian police officers. Employers and employees in Norway, both in the public and private sectors are covered by the Basic Agreement for the Civil Service (Hovedavtalen, 2006), and the Norwegian Working Environment Act

(Arbeidsmiljøloven, 2006). The Basic Agreement for the Civil Service (Hovedavtalen, 2006) addresses the mutual rights and duties of employees and employers in Norway. Most importantly it states the right and duty of codetermination as well as information, discussion and negotiations between employees and employers (Part 1, ch. 4, sec. 11-14). The Norwegian Working Environment Act (Arbeidsmiljøloven, 2006) states the rights and duties employees have for participation and development (§4-2). In addition employees are entitled to the opportunity for personal and professional development in the workplace (§4-2-2a). Thus the legislative statutes that guide the premises for labour in Norway strongly emphasize values like involvement, codetermination and development. Such values may affect the preferred leadership values among employees in Norway, and thus might have contributed to our findings.

The preference for HR values over RG values is however not just limited to Norway. According to the Consideration and Structure literature (see Judge et al., 2004; Kerr & Schriesheim, 1974; Korman, 1966) Consideration should relate more to follower satisfaction and Initiating Structure to performance and effectiveness, or, in essence, followers will prefer considerate leaders, but will perform better under structured ones. In their meta-analysis of 130 studies on the literature Judge et al. (2004) found that Consideration was more strongly related to leader effectiveness than Initiating Structure. In fact Consideration had slightly stronger relationships on all criteria apart from leader job performance and group-organization performance (Judge et al., 2004). More importantly Judge et al. (2004) found that both constructs were linked to all of the criteria measured, with Consideration being just somewhat more important. Andreescu and Vito's (2010) study of police managers in US, showed that although attributes consistent with transformational leadership comprised a preferred leadership style, overall their informants saw their ideal leaders to be effective as well as considerate, to take charge and take care of their employees. The authors appropriately named this leadership preference the 'best of both worlds' (Andreescu & Vito, 2010).

Consistent with the assumption of Competing Values Model that the most effective organizations and leaders are the ones who find a balance between the quadrants (Quinn, 1988) we see that the most effective leadership style in the Norwegian police is one that incorporates both quadrants, with a slight emphasis on relational values.

Implications

This study contributes to the field of policing by providing a deeper understanding of effective leadership in the police. RG values were strongly associated with quality and

perceived as important by the informants. HR values were considered as more important than RG values by the informants in this study, indicating that a leadership style that incorporates both relational and goal oriented values, but with an emphasis on the interpersonal factors, will be the most effective for the investigative context.

The results of this study support the findings of other studies of leadership on police officers (see Andreescu & Vito, 2010; Dean & Gottschalk, 2013; Fahsing et al., 2008; Schafer, 2010). In terms of leadership in the Norwegian police, this study contributes to the existing literature by including all of the districts, and thereby providing a nationwide sample. Additionally, this study compared perceptions of leadership across three different job levels, finding that the perceived leadership ideal is consistent across all levels.

As previously mentioned, leadership research is a field that has largely been dominated by the self-administered questionnaire as a method for data-gathering (Bryman, 2004). Studies of police leadership are no different. This study uses a qualitative interview technique based on the SWOT approach. Such an approach to data gathering not only provides in-depth information about a topic, but also allows the informants to freely reflect on topics that are important to them, without being influenced by any pre-specified categories the researcher may have (Hoff et al., 2009). Thus our data might be more comprehensive than previous studies conducted on Norwegian police, and provide a deeper understanding of the perceived effects of leadership on criminal investigations.

Finally, the results of this study may have practical implications for the Norwegian police. The police analysis proposes a quality reform that is intended to "develop a knowledge-based and effective police force with the ability to continuous improvement and development" (NOU, 2013:9, 2013, p 49). As part of this quality reform they recommend several leadership improvements, with an emphasis on leadership selection and development, a set of clear requirements and criteria for leadership, and a unified leadership in Norway (NOU, 2013:9, 2013, p 161). This study has uncovered the perceived ideal leadership values among investigators, principal investigators and chiefs of police. Moreover, the findings of this study indicate an agreement on the ideal leadership values and value distribution between the different job levels. These results may be of value in a development of an ideal leadership profile, that can guide strategic leadership selection and development. Based on the identified preferred values a set of criteria and requirements for the role of the police leader may be developed or mapped. This could then serve as a framework for recruitment, and as an educational framework in leadership development programmes. Such a profile could also aid

in developing and ensuring a unified national leadership strategy. We hope that these implications will be taken into consideration during the work and implementation of the quality reform, and in the evaluation and implementation of the 'Employee Platform'. Lastly, we believe this study contributes by providing a starting point for further research on leadership in the Norwegian police.

Limitations of This Study

Although the findings reported in this study make a contribution to the fields of leadership and policing, several limitations must be acknowledged. In the following section we discuss the most important ones.

Firstly, the data this study is based on does not measure leadership directly. The interview questions our informants reflected on were about the strengths, weaknesses, opportunities and threats of the investigative work in their respective districts, and not of leadership. Leadership was measured from the category 'leadership' from the previously developed inductive model. An important assumption is that the statements about leadership in the inductive model are an accurate reflection of the informants' perception of leadership in their district. Although several empirical studies on the Norwegian police are consistent with our findings (see Fahsing et al., 2008; Glomseth, Gottschalk & Hole, 2011), we cannot test the accuracy of the inductive model in regards to perception of leadership. Thus we might have gotten different results, and a more definitive measure of leadership if the informants had been asked to reflect upon leadership instead of investigative work.

Secondly, we are not measuring the construct of leadership, but rather our informants' perception of it. Densten (2003) argues that the perceptions of individuals are their reality, and they ultimately act upon their perceptions. Therefore it is important for leaders to understand their followers' perceptions of their leadership, in order to lead them effectively (Densten, 2003). In addition, most empiric data that exists on effective police leadership at the time is in fact based on perceptions and opinions of police officers (Campbell & Kodz, 2011). However, that we cannot properly measure the effectiveness of leadership values in terms of their relationship to the quality of criminal investigations, is unarguably a limitation of our study.

Thirdly, the reliability of our coding of units onto the competing values model might be a limitation. Inter-coder agreement was established to be 67%, with a Krippendorff's Alpha of .579. This was considered as an acceptable level of agreement for our study. Additionally, there is no established consensus on what is considered an acceptable level of inter-coder

reliability in content analysis (Neuendorf, 2002). However, the level of agreement in this study needs to be taken into consideration when interpreting the results.

Fourthly, an important assumption of this study is that the number of statements on a given topic is proportionate to perceived importance of that topic. This is a common assumption in qualitative research, where repetitions of a topic are considered as signs that the topic is important for the individual (see Ryan & Bernard, 2003) This assumption, however, might not be true for all our informants. Some topics might for example be exaggerated by the interviewer asking follow-up questions on a topic he found particularly interesting and wants an elaboration of. We assume that the distribution of statements on the different topics mirrors the informants' perception of their importance, but one should keep this in mind when interpreting our results.

Fifth, the sampling procedure must also be taken into consideration when interpreting the results of this study. The Chief of Police in each district was responsible for selecting the investigator and principal investigator for interviews. This might have affected the findings, as the chief of police has the possibility to select individuals that have the same interests and opinions, thereby promoting his own agenda. We cannot rule out the possibility that the informants were strategically picked by the Chief of Police.

Lastly, our results may have limited generalizability. Although our study includes informants from every single police district in Norway, it is still restricted to the investigation task, excluding the operative police and the prosecution. One might argue that the leadership principles that apply for investigators should apply to operative officers as well, as they often need to do immediate investigation and a lot of the issues highlighted by our informants, like scarce resources and the need for cooperation, necessarily will apply to all police officers. On the other hand, although investigation is performed by the police, the overall responsibility for investigation lies with the prosecution attorneys. Regardless, we cannot rule out the possibility that our results might have differed had we included both operative police officers and prosecution attorneys. Similarly the distribution of the job levels in this study is skewed, which may be a limitation. We have interviewed all chiefs of police in Norway, but only a small proportion of investigators. Although our results indicate that there are no differences in the preferred leadership values across the different job levels, our results may have been different had we included more investigators in our study.

Future research

The findings of this study suggest that relational HR-values together with goal oriented RG-values are perceived as beneficial for the quality of investigative work. Although our findings were consistent across the different job levels, these results may however not be easily generalized to other parts of the police organization. Future studies should include interviews with operative police officers and prosecution attorneys to explore in greater detail whether the ideal leadership model this study outlines may apply to the police organization as a whole. By including these groups one may also uncover leadership aspects that are unique for the different functions of the police organization.

A related possibility for future research would be to increase the sample size to include more investigators and principal investigators. This could increase the representativeness to the population, and test the distribution of preferred leadership values.

The findings of this study showed that the Competing Values Model can yield valuable results applied as a structuring framework for leadership. However, we see that it is necessary to combine the use of CVM as a structuring framework with qualitative analysis, to provide a comprehensive understanding of the aspects of leadership. The CVM could not account for all of the statements in the leadership category, leaving possible important topics unexplained. Future studies could examine these topics in greater detail to investigate whether they contribute with unique knowledge about the leadership in the Norwegian police.

As the self-administered questionnaire has been the common technique to investigate leadership in the Norwegian police (see Dean & Gottschalk, 2013; Fahsing et al., 2008) we believe that future studies on the Norwegian police may benefit from combining questionnaires and qualitative interviews in the same study. Bryman (2004) argues that combining qualitative and quantitative techniques is necessary to further move leadership research forward, as these methods can expand on and complement each other. Thus, by combining these methods one might get unique, valuable perspectives on leadership.

This study has investigated preferences for leadership values, rather than measuring the construct of leadership. It would be interesting to examine whether the preferred leadership values have an actual positive effect on quality or effectiveness. Future studies could measure the effectiveness, and organizational results, of leaders who score high and low on the identified values to test the relationship with investigative quality. This could be studied by using surveys, objective measures of effectiveness, or 360 degree feedback.

Lastly, this study examines police leadership in the context of the legislative framework in Norway. This context may be unique to the Scandinavian countries, which have been found to have a distinct management style that values cooperation, participation, consensus and harmony (Grennes, 2003). Future research could investigate whether the leadership values identified in this study can be found in other countries.

Conclusion

Arguably, the sole purpose of the police is to deliver results. They need to protect persons, property and public goods, ensure that order is maintained and prevent and stop criminal activity (Politiloven, 1995). Their role and function is established by law, and further governed through allotment letters and performance targets, which lay the premises for quality and efficiency in their work. This study investigated the perceptions of leadership of criminal investigations among investigators, principal investigators and chiefs of police from all police districts in Norway. The results indicate that the preferred leadership style is one that incorporates the relational values recognition, cooperation and competency development with the goal oriented values motivating and driving performance, with an emphasis on interpersonal relations. This provides valuable insights into what is considered effective leadership among police officers in Norway, which may further be of aid in guiding leadership selection and development initiatives in the Norwegian police.

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Appendix A: Information Letter/Letter of Consent

POLITIHØGSKOLEN

Politimesteren i   **NORWEGIAN POLICE UNIVERSITY COLLEGE**
XXX politidistrikt
Postboks XXXX

Deres referanse: Vår referense: Sted, Dato

PROSJEKT ETTERFORSKNING

Vi viser til tidligere presentasjon på Politisjefsmøtet. Som vi gjorde rede for har
Politidirektoratet gitt Politihøgskolen i oppdrag å gjennomføre et prosjekt med sikte på å
undersøke organiseringen av politiets etterforskningsarbeid i Norge.

Fra Politihøgskolen består prosjektgruppen av:
- Professor Tor-Geir Myhrer.
- Professor Johannes Knutsson.
- Politiinspektør Trond Myklebust.
I tillegg har vi et formelt samarbeid med faggruppen for arbeids- og
organisasjonspsykologi ved Psykologisk institutt, Universitetet i Oslo.

Vi vil kontakte politimesteren i hvert politidistrikt med forespørsel om deltakelse i
prosjektet.
Prosjektet vil samle inn informasjon ved å ha intervjuer med:
i)   Politimester/vise-politimester
ii)   Etterforskningsleder
iii)   Etterforsker

Det er frivillig å være med og hver deltaker har mulighet til å trekke seg når som helst
underveis, uten å måtte begrunne dette nærmere. Dersom en deltaker trekker seg vil
alle innsamlede data fra personen bli anonymisert. Opplysningene vil bli behandlet
konfidensielt, og ingen enkeltpersoner vil kunne gjenkjennes i prosjektets skrevne
sluttprodukt (rapporter/artikler).

Undertegnede vil en av de nærmeste dagene ta kontakt med deg for å avtale tidspunkt
for et eventuelt intervju med deg eller vise-politimester. I tillegg ber jeg deg å velge ut
aktuell etterforskningsleder og etterforsker for prosjektet, slik at jeg kan ta direkte
kontakt med disse for informasjon om prosjektet samt avtale om tid og sted for
eventuelt intervju.

Intervjuene vil være strukturert etter en såkalt SWOT-tilnærming og består av følgende
fire tema/spørsmål:

I. Fortell om det som i dag fungerer godt ved etterforskningsarbeidet her i politidistriktet – vi kaller dette styrken i etterforskningsarbeidet.

II. Fortell om det som i dag ikke fungerer godt ved etterforskningsarbeidet her i politidistriktet – vi kaller dette svakheten i etterforskningsarbeidet.

III. Fortell om det du i dag ser som muligheter for å forbedre kvaliteten i etterforskningen her i politidistriktet – vi kaller dette for mulighetene i etterforskningsarbeidet.

IV. Fortell om det du i dag ser som truslene for å forbedre kvaliteten i etterforskningen her i politidistriktet – vi kaller dette for truslene i etterforskningsarbeidet.

Vi ønsker primært lyd- og billedopptak av intervjuet, men dersom i praksis kun lydopptak lar seg gjennomføre, ønsker vi å ta opp intervjuet i MP3 format. Lengden på intervjuet vil variere ut i fra informantens mengde med informasjon. Fra tidligere prosjekt vil denne type intervju ta omlag 90 minutter.

Intervjuet vil bli anonymisert slik at navn og personopplysninger om den intervjuede ikke transkriberes og blir følgelig ikke tatt med i analysene.

Vi takker for at ditt politidistrikt på Politisjefsmøtet har sagt seg positiv til dette prosjektet. Eventuelle spørsmål eller kommentarer til prosjetet bes rettet direkte til undertegnede (e-mail: trond.myklebust@phs.no , tlf direkte 23 19 98 55, tlf sentralbord 23 19 99 00).

Med hilsen

Trond Myklebust
Politiinspektør/PhD

Appendix B: Guidelines for CVM-Coding

1 Human Relations Model	Open Systems Model 3
Kompetanseøkning på individuelt plan/trening Evaluering (når snakk om medarbeiderhensyn og personlig utvikling) Samarbeid/Deltagelse Fokus på de ansatte Forpliktelse Diskusjon Samhold Moral Teamarbeid Empowerment Human Resource utvikling Åpen kommunikasjon "Do Things Together"	Kompetanseøkning på større plan (distrikt/land) Tilpasningsdyktighet Kreativitet/Innovasjon Vekst Ta risiko Ekstern støtte Anskaffelse av ressurser Forvente behov Kontinuerlig forbedring «Do Things First»
2 Internal Process Model	Rational Goal Model 4
Ressurs når det kommer til styring Forutsigbarhet Stabilitet Kontroll Orden Informasjon Styring Kommunikasjon Kontinuitet Hierarki «Do Things Right»	Gjør en god jobb/levere resultater Krever/Stiller krav/Forventer resultater Delegering Ta ansvar/ansvarliggjøre Kvalitet i leveranse/Kvalitetssikring Hast Fremdrift Effektivitet Effektivt lederskap Driv (fra leder og personlig driv) Prioritering/nedprioritering + ressursprioritering Ressurs når det kommer til sak/etterforskning Tidsaspekter i kvalitet Retning Mål/målstyring/nå mål Tydelighet Nå frister Evaluering (når snakk om kvalitet/sak/effektivitet) «Do Things Fast»

- Kode på verdier (se over) <u>ikke</u> dimensjonene kontroll-fleksibilitet/intern-ekstern
- Vanskelige temaer kan være styring, kompetanseheving, motivasjon. Disse forstås på følgende måte: Styring i form av kontroll =2 / Styring i form av tydelig ledelse = 4. Kompetanseheving på individnivå (kurs) = 1 / Kompetanseheving overordnet (system) = 3. Motivasjon i form av medarbeiderhensyn = 1 / Motivasjon som driv til prestasjoner = 4.
- Enkel huskeregel: 1= Samarbeid, 2 = Kontroll, 3 = Innovasjon 4 = Sak
- Fokus på hovedbudskapet i utsagnet – ikke om de kun nevner f.eks 'fleksibilitet'.